Guided Practice Activities

**Scaffolded role plays**

Trainer/instructor demonstrates skills learned in a role-play with one participant in front of the entire group but then says, “Pause,” “Rewind,” “Help me out,” or “What should I do next?” to engage the larger group in role-play that is graduated, or less demanding than an entire role-play might be. I’ve used this strategy for any number of interpersonal skills practice sessions including parents practicing non-violent discipline with children, teachers or trainers practicing responses to challenging classroom behavior, and job seekers practicing responses to tough interview question.

When students/trainees have more confidence, I have asked teams of three to role-play the new skills using a model in which 1 person practices the skill, 1 person freely responds as the listener based on the first person’s use of the skill, and the 3rd coaches the skill user. Team members debrief their experience in that role, discussing what worked and why, and then rotate until each person has had an opportunity to take each position.

**Use student generated role play scenarios**

Provide student-generated scenarios on slips of paper (research shows that role-play is most effective in changing behavior when practice sessions use student-generated scenarios). Have participant pairs draw one of these scenarios from a container. Pairs of students/trainees role-play in front of the group using the  skills they’ve learned in Provide New Content with their scenario. The rest of the group identifies the skills they observe in the role-play and offers additional skills that might be used in that scenario, coaching the role-players as needed. This one activity offers practice at the Bloom’s levels of recognition, application and creation.

**Applying new content to their context**

Another Guided Practice with Feedback activity I frequently use is to create a real-life assignment that allows the learner to practice applying the new content to a relevant situation in his world. I have asked graduate students in an adult ed program to use Gagne’s events of instruction (their new content) to create a lesson plan for their individual work context (a training for their department, a lesson for their ESL class or GED students, or a workshop for their supervisees).

(Adapted from <http://tracyschiffmann.com/2010/10/05/gagnes-guided-practice-with-feedback/>)